Georgia Department of Education

Hollydale Elementary School
School Improvement Plan
2021-2022
Comprehensive Needs Assessment

PRINCIPAL: Jennifer Ridgway

DATE SUBMITTED

June 22, 2021

DATE REVISED

June 30, 2021

August 16, 2021

September 1, 2021

1

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs

- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Georgia's Systems of Continuous Improvement

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:
- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.
- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.
- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.
- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/ when needed.
- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.
- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia's Systems of Continuous Improvement

Georgia Department of Education
School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District Name	Cobb County School District
School Name	Hollydale Elementary School
Team Lead	Jennifer Ridgway
Position	Principal
Email	Jennifer.ridgway@cobbk12.org
Phone	678-594-8143

Federal Funding Options to Be Employed (SWP Schools) in This Plan **(Select all that apply)**	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty **(Select all that apply)**	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

1. General Improvement Plan Information

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

| *Specific* | *Measurable* | *Attainable* | *Relevant* | *Time-bound* |

An example of a SMART goal is:
By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

CIS-1   Planning for quality instruction
CIS-2   Delivering quality instruction
CIS-3   Monitoring student progress
CIS-4   Refining the instructional system

Effective Leadership

EL-1   Creating and maintaining a climate and culture
        conducive to learning
EL-2   Cultivating and distributing leadership
EL-3   Ensuring high quality instruction in all classrooms
EL-4   Managing the district and its resources
EL-5   Driving improvement efforts

Professional Capacity

PC-1   Attracting staff
PC-2   Developing staff
PC-3   Retaining staff
PC-4   Ensuring staff collaboration

2. School Improvement Goals

Family and Community Engagement

FCE-1 Welcoming all families and the community FCE-2 Communicating effectively with all families and
        the community
FCE-3 Supporting student success
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the
        community
FCE-6 Collaborating with the community

Supportive Learning Environment

SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community
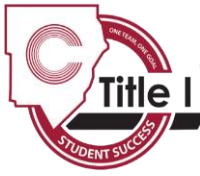
PLANNING and PREPARATION

Date(s)_____

1.1 IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school (be sure to include parents)

Position/Role	Name
Title I Supervisor	Cheryl Johnson
Academic Coach (District)	
Academic Coach (Local School)	Kelly Jones
Parent (Non CCSD Employee)	
Business Partner	
Counselor	
Parent Facilitator	
Health Care Providers	
Social Workers	
IHE Leaders	
Faith-based Community Leaders	
Technology Experts (TIS)	
Media Specialists/Librarians	
Police/Public or School Safety Officers	

Meeting Date(s): _____May 28, 2021_____

IDENTIFICATION OF TEAM

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by school. (See attached for signatures. Some signatures missing due to Covid-19)

Position/Role	Printed Name	Signature
5th grade team lead	Afrikka Ellison	
1st grade team lead	Amanda Taliaferro	
4th grade team lead	Eileen Cater	
2nd grade team lead	Jaime Rakowski	
Principal	Jennifer Ridgway	
ESOL teacher	Karen Fincham	
Academic Coach	Kelly Jones	
Kindergarten Team lead	Kimberly Reid	
Assistant Principal	Leila Barber	
MID teacher	Lillian Spinks	
Music Teacher	Marie Lord	
EIP teacher	Melissa Justice	
Secretary	Nancy McAstocker	
Counselor	Natalie Weeks	
SPED teacher	Suzanne Carroll	
2nd grade DLI teacher	Claire Galt	
3rd grade DLI teacher	Emanueal Torralba	

AU integrated teacher	Emily Altschuler	
Counselor	Karen Scarver	
ESOL lead teacher	Kathleen O'Hara- Rosa	
Step it Up teacher/LIM coach	Keisha Crawford	
5th grade teacher	Kelly Williams	
Kindergarten teacher	Kristina Benavides	
2nd grade teacher	Maria Parker	
Writing lab teacher	Tina Catton	
1st grade teacher	Tracy Black	
Unit Parapro	Tiana Smith	
AU bridge teacher	Ashley Sardella	
3rd grade SPED teacher	Faith Biedermann	
5th grade teacher	Janet Brewer	
3rd grade lead teacher	Jim Williams	

IDENTIFICATION of STAKEHOLDERS

References: Schoolwide Checklist 3.b.

7

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders **must** be engaged in the process to meet federal program requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school

> In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
> *References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]*

In developing the 2021-2022 plan, there was careful consideration of stakeholder input. The teacher and staff team consisted of participants from many areas including multiple grade levels, content area experts, and support personnel. The teams were divided into three groups, Reading, Math, and Social/Emotional, consisting of 5-6 staff members. Each team previewed the previous year's SIP. A root-cause analysis was utilized to determine if the goals were being met, or if they needed revision. Teachers reviewed data (RI, MI, and Behavior reports). Teachers met together via Microsoft TEAMS to share their feedback, and the facilitator for each group captured notes and details to support the revision steps of the plan. The teams were provided a finalized copy of the plan, once edits were made.

The Title 1 SIP will be shared at the State of the School Title 1 Parent meeting in the Fall. Parent data from surveys will help to shape the work of the points to reference community and student academic achievement.

<u>**Comprehensive Needs Assessment**</u> (*References: Schoolwide Checklist 1.a.*)

Comprehensive Needs Assessment Evaluation of Goal(s)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

For the School Year: FY21

Goal 1: Increase the number of students achieving Basic and Above by 10% for the 2020-2021 school year as measured by the Reading Inventory.

1. Was the goal met? Yes, the goal was met.

2. What data supports the outcome of the goal? The data utilized to determine if the goal was met was based on the RI data collected from the Fall and Winter assessments.

3. What process/action step/Intervention contributed to the outcome of the goal?
   The collection of utilization of digital resources, teacher training, collaborative planning, and data discussion were among the contributions that helped to meet the goal.

4. Reflecting on outcomes:

   a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
   b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level? To continue to sustain progress, teachers will collaborate, discuss and analyze student data, and plan strategically to meet the needs of Hollydale students.
   c. If the outcomes **exceeded** the goal, what are the next steps?

Goal 2: Increase the number of students achieving Basic and Above by 10% for the 2020-2021 school year as measured by the Math Inventory.

1. Was the goal met? Yes, the goal was met

2. What data supports the outcome of the goal? The data utilized to support the goal is the MI given in the Fall and Winter.

3. What process/action step/Intervention contributed to the outcome of the goal?

The action step that contributed to the outcome of the goal was the use of data teams to discuss student's performance on common assessments, and touchstones. From that differentiated instruction was provided for next steps to student success.

4. Reflecting on outcomes:

   a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
   b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
   c. If the outcomes **exceeded** the goal, what are the next steps? The next steps will be to increase professional learning to continue to incorporate guided math practices to accelerate students and provide transitional skills for students.

Goal 3: Increase cooperative behavior as measured by a 10% decrease in the number of student discipline referrals for classroom disruptions in the 2020-2021 school year.

1. Was the goal met? <u>Yes, the goal was met.</u>

2. What data supports the outcome of the goal? The data utilized to support the outcome is the PBIS data reports recorded in CSIS. The use of comparison data was utilized from the previous school year.

3. What process/action step/Intervention contributed to the outcome of the goal?
Morning meetings, Leader in Me lessons, restorative practices, and virtual learning all contributed to the outcome of the goal.

4. Reflecting on outcomes:

    a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
    b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
    c. If the outcomes **exceeded** the goal, what are the next steps? Staff will continue to implement and apply trauma informed practices, restorative practices, and SEL focused lessons to engage students in positive options to behavior management.

Goal 4: (Identify Goal 4 here)

1. Was the goal met?

2. What data supports the outcome of the goal?

3. What process/action step/Intervention contributed to the outcome of the goal?

4. Reflecting on outcomes:

    a. If the goal was **not met**, what actionable strategies could be implemented to address the area of need?
    b. If the goal was **met**, what strategies will be implemented to sustain the progress that was made and go to the next level?
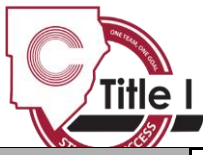   c. If the outcomes **exceeded** the goal, what are the next steps?

<u>**Comprehensive Needs Assessment**</u> (*References: Schoolwide Checklist 1.a.*)

Comprehensive Needs Assessment Summary of Findings

Data Types	Identified Strengths	Identified Challenges (Highlight 2-3 as Priority)	Multiple Data Sources Used
Student Achievement Data			
ELA	**Consistent growth of 10% or more on RI assessments. Highest number of exited EL students in school's history.**	**Inconsistent application of rigor to meet the grade level standard and needs of students. Inconsistent use of reading data to make informed decisions about instruction. Lack of home to school literacy acquisition prior to entering Kindergarten.**	**2020-2021 RI data Running Records Touchstones Preschool Questionnaire**
Math	**Consistent gains of 10% or more on the SMI.**	**Lack of exposure to numeracy in daily life. Lack of verbal and written skills needed to explain mathematical thinking. Inconsistent application of rigor to meet grade level standard and needs of students.**	**2020-2021 SMI Touchstones**
Science	**STEAM activities were utilized across the school and during parent engagement nights**	**Lack of literacy skills to access domain specific text and vocabulary**	**Lesson Plans Common Assessments Vocabulary comprehension**
Social Studies	**Thematic based units were integrated into reading, writing, and math.**	**Lack of literacy skills interfere with student ability to comprehend and retain domain specific vocabulary and text.**	**Lesson plans Common Assessments Vocabulary comprehension**
Other			

Discipline / School Climate Data	0 students were suspended during the 2020-2021 school year.	Increase in number of students referred for classroom disruption during the Spring. Increase in disruptive behavior visits during F2F instruction	CSIS discipline reports
Perception Data			
Process Data			

Prioritized Need #1	
	Overall Hollydale students fall below proficiency in Literacy.
Root Cause #1	**Inconsistent application of rigor to meet the needs of students and standard.**
Root Cause #2	**Inconsistent use of reading data to make informed decisions about instruction.**
Root Cause #3	**Lack of home to school connection to support literacy acquisition prior to Kindergarten.**
Root Cause #4	**Gaps ins students' mastery of literacy standards due to remote learning, as a result of Covid-19 and school closures. Students lacked access to resources or were disengaged in completing assignments.**
Root Cause #5	
GOAL	**Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Reading Inventory.**

Prioritized Need #2

Overall Hollydale students score below proficiency in Math, specifically in the areas of numeracy and problem solving.

Root Cause #1	Teachers will need to increase Number talks.
Root Cause #2	Increase the amount of time spent with application of math into daily numeracy skills.
Root Cause #3	Lack of verbal and written skills needed to explain mathematical thinking in the problem solving
Root Cause #4	Inconsistent application of rigor to meet the grade level standard and needs of each student.
Root Cause #5	Gaps in students' mastery of math standards due to remote learning as a result of Covid-19 and March school closures. Students lacked devices, internet connectivity (Wifi) and resources at home to participate in digital learning.
GOAL	Increase the number of students achieving Basic and Above by 10% for the 2021-2022 school year as measured by the Math inventory.

	Prioritized Need #3
	Social Emotional Learning
Root Cause #1	**Lack of social emotional skills**
Root Cause #2	**Lack of self-regulation**
Root Cause #3	**Inconsistent understanding and application of restorative practices by staff.**
Root Cause #4	
Root Cause #5	
GOAL	**Increase cooperative behavior as measured by a 10% decrease in the number of student referrals for classroom disruptions.**